

Department of Teaching & Learning

**Number:** SSE 4150

**Credit Hours:** 3 semester hours

**Course Title:** K-9 School Social Studies

**Course Prerequisites:** SSE 4312,LAE 4353, TSL 4080

**Course Logistics:**

* **Terms:** fall, spring, summer
* **Classroom-based course**
* **Class location and time:** Davie, Boca, Jupiter(time not available)

**Instructor:** To be determined

**Office Address/Office Hours:** To be determined

**Phone Number/Email:** To be determined

**TA contact information:** Not applicable

**Catalog Description:**

Concepts and approaches for teaching social studies in grades K-9.

**Course Connection to the College of Education (COE) Conceptual Framework:**

As reflective decision-makers students will continue to refine their abilities to make informed decisions, exhibit ethical behavior, and provide evidence of being capable professionals who have mastered the social studies content knowledge necessary to document past, present and emerging societal development, develop lessons plans that demonstrate respect for the developmental characteristics of young people and needs of ESOL students, follow the standards for social studies practice, and demonstrate the capability to teach and respect all young people.

**Required Text/Readings:**

Fearn, L. & Fearn, E. (2013). *Content matters: Social studies in the elementary and middle school.* New York: Rowan & Littlefield.

Fritzer, P. & Brewer, E. (2009). *Social studies content for elementary and middle school teachers (2nd ed.).* Boston, MA: Allyn & Bacon. [Note: Students will already own this text. It is required in the prerequisite course SSE 4312. They will have read it and know the content, and will use it as a content reference in this class for practice lesson planning].

Social Studies Professional Education Journal Articles (currently dated within 3 years).

**Special Course Requirements:**

* Students in this course are required to have an active ***LiveText*** account to track mastery of programs skills, competencies and critical assignments, and to meet program and college accreditation requirements. To receive a passing grade in this course, you must have a ***LiveText*** account within the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their records. For information regarding account activation, please go to the COE website at: <http://coe.fau.edu/livetext>. For information pertaining to financial assistance, please go to <http://www.coe.fau.edu/livetext/livetextfinincialassistane.htm>.
* A content test in social studies is required. This test is administered by the department through a Blackboard site. It does not count toward your grade for this class. Test questions are taken from the content standards that form the basis of the social studies subject area examination.

**Supplementary/Recommended Reading:**

*National Curriculum Standards for Social Studies* (2010). *Bulletin 111.* Washington, D.C.

Task Force of the National Council for the Social Studies.

**Standards and Guidelines Used for Developing Course Objectives:**

Association for Childhood Education International Elementary Education Guidelines (ACEI)

<https://www.acei.org/sites/default/files/aceielementarysupportingexplanation.507.pdf>

Florida Educator Accomplished Practices (EAP)

<http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml>

Florida Subject Area Competencies (ESOL)

<http://www.fldoe.org/core/fileparse.php/7719/urlt/0071749-mnellf.pdf>

Florida Subject Matter Competencies and Skills (FSMCS: ELE SS)

[http://www.fldoe.org/accountability/assessments/postsecondary- assessment/ftce/tdi/comps-and-skills.html](http://www.fldoe.org/accountability/assessments/postsecondary-%09assessment/ftce/tdi/comps-and-skills.html)

National Council for the Social Studies (NCSS) at: <http://www.socialstudies.org>

Next Generation Sunshine State Standards (NGSSS) for Social Studies <http://www.cpalms.org/Public> (Collaborative Plan Align Learn Motivate Share)

**Course Objectives/Student Learning Outcomes:**

1. Demonstrates comprehension of the purpose, rationale, goals, and content of social studies education.

* ACEI: 2.4, 2.8, 3.1, 3.2, 3.3, 3.4, 4.0
* FEAP: B.1.e
* ESOL: 4.2, 5.4, 6.6, 6.8, 6.10, 8.1-8.5, 12.1-12.4, 13.1, 13.2, 13.3, 13.7, 16.2, 16.3
* FCMCS: 13.1-13.9,14.1- 14.11,15.1-15.9,16.1- 16.6, 17.1, 17.2

1. Demonstrates the ability to combine theoretical knowledge with practical classroom application in utilizing diverse instructional methods and activities.

* ACEI: 2.4, 2.8, 3.1, 3.2, 3.3, 3.4, 4.0
* FEAP: A.1.a
* ESOL: 4.2, 5.4, 6.6, 6.8, 6.10, 8.1- 8.5, 12.1-12.4, 13.1, 13.2, 13.3, 13.7, 16.2, 16.3
* FCMCS: 13.1- 13.9,14.1- 14.11,15.1- 15.9,16.1- 16.6, 17.1

1. Demonstrates an understanding that social studies learning is a constructive process grounded in the integration of knowledge, skills, and values, which are necessary for the development of good citizens.

* ACEI: 3.1, 3.2, 3.3, 3.4
* FEAP: A.1.b, A.3.c, B.1.e
* ESOL: 4.2, 5.4, 6.6, 6.8, 6.10, 8.1- 8.5, 12.1-12.4, 13.7, 16.2, 16.3
* FCMCS: 13.1-13.9,14.1- 14.11,15.1- 15.9,16.1-16.6, 17.1, 17.2

1. Develops valid criteria for analyzing and utilizing print, audio-visual and technological materials for social studies instruction and describes how visuals, charts, graphs, and maps are integrated into lessons to make content more understandable.

* ACEI: 2.4, 2.8, 3.1, 3.2, 3.3, 3.4
* FEAP: A.1.a, A.1.b, B.1.e
* ESOL: 4.2, 5.4, 6.6, 6.8, 6.10, 8.1-8.5, 12.1-12.4, 16.2, 16.3
* FCMCS: 13.1-13.9,14.1-14.11,15.1-15.9,16.1-16.6, 17.1, 17.2

1. Designs and implements lesson plans, valid tests, and a positive testing environment for use in diverse teaching situations.

* ACEI: 2.4, 2.8, 3.1, 3.2, 3.3, 3.4, 4.0
* FEAP: A.1.a, A.1.b
* ESOL: 4.2, 5.4, 6.6, 6.8, 6.10, 8.1-8.5, 12.1-12.4, 13.1, 13.2, 13.3, 13.7, 16.2, 16.3
* FCMCS: 13.1-13.9,14.1-4.11,15.1-15.9,16.1-16.6, 17.1, 17.2

1. Demonstrates an understanding of the significance of a child’s prior knowledge and background experience contributing to individual differences in all areas of development.

* ACEI: 2.4, 2.8
* FEAP: A.3.c
* ESOL: 13.1, 13.2, 13.3, 13.7
* FCMCS: 17.1

1. Adheres to a code of ethics and professional conduct and practices the concept of a life-long learner reflecting and working on professional self-improvement.

* FEAP: B.1.e

1. Demonstrates sensitivity to multicultural children and provides for their needs.

* ACEI: 2.4, 2.8
* FEAP: B.1.e
* ESOL: 13.1, 13.2, 13.3, 13.7
* FCMCS: 17.1, 17.2

1. Demonstrates the ability to assess and utilize the literature related to social studies teaching and learning.

* FEAP: A.1.a, A.1.b, B.1.e

**Content Topical Outline:**

|  |  |
| --- | --- |
| **Weeks** | **Topics** |
| **#1** | * Introductions, Syllabus, and Course Objectives. * Reading: Fearn and Fearn, *Introduction* (pages 1-7). * **Standards and Guidelines**: See syllabus, page 2 for websites. * Next Generation Social Studies Sunshine State Standards (NGSSS) * Florida Subject Matter Competencies and Skills (ESOL) and (FSMCS) * Florida Educator Accomplished Practices (EAPS) * National Council for the Social Studies (NCSS) * American Psychological Association (APA) Writing Guidelines * ***Sign up for abstract presentations.*** |
| **#2** | * Overview the FAU Lesson Plan, Professor Rubric, and Unit Plan. * Reading: Fearn and Fearn, *Biographical Studies* (chapter 1, pages 9-18). * Practice planning: Fritzer & Brewer, *Early Humans* (chapter 2, pages 3-4). * Practice planning (choose one below): Fritzer & Brewer, *Europe* (chapter 2, pages 5-13). * The Greeks * The Romans * The Middle Ages * The Renaissance and the Reformation * The Enlightenment Period * The Age of Revolution and the Industrial Revolution * ***Sign up for unit plan presentations.*** * ***Begin abstract presentations.*** |
| **#3** | * Reading: Fearn & Fearn, *History* (chapter 2, pages 19-33). * Practice planning (choose one below): Fritzer & Brewer, *History* (chapter 2, pages 13-21). * Asia: The Bysantine Empire, the Ottoman Empire, and the Middle East; India, China, and Japan * Africa: Western Africa, Eastern Africa, and Outside Influences * ***Continue abstract presentations.*** |
| **#4** | * Reading: Fearn & Fearn, *Native Peoples* (chapter 8, pages 115-129). * Practice planning (choose one below): Fritzer & Brewer, *The Americas/History* (chapter 2, pages 21-39). * Native Americans * European Exploration * Colonial Life * Revolutionary War * The 1800s * ***Continue abstract presentations.*** |
| **#5** | * Reading: Fearn & Fearn, *Writing in the Social Studies* (chapter 10, pages 147-162). * Practice planning (choose one below): Fritzer & Brewer, *History* (chapter 2, pages 39-64). * The Twentieth and Early Twenty-First Centuries Around the World * World War I * World Between Wars * The Cold War * Independence Movements * Cultural Change * ***Continue abstract presentations.*** |
| **#6** | * Reading: Fearn & Fearn, *World Religions* (chapter 3, pages 35-52). * Practice planning (choose one below): Fritzer & Brewer, *Geography* 65-72). * Basic Ideas * Water and Land * Reading Maps * The Physical Movement of the Earth and its Effects * ***Trade Books (NCSS Children’s Notable Tradebooks, etc.)*** * ***Complete abstract presentations.*** |
| **#7** | * Reading: Fearn & Fearn, *Geography Matters* (chapter 7, pages 101-113). * Practice planning (choose one below): Fritzer & Brewer, *Geography* (chapter 3, pages 72-80). * Asia * Africa * North America * South America * ***Review for Midterm.*** * ***Begin unit plan presentations.*** |
| **#8** | **Midterm Examination** |
| **#9** | * Practice planning (choose one below): Fritzer & Brewer, *Geography/Continents* (chap 3, pages 80-87). * Antarctica * Europe * Australia * ***Continue unit plan presentations.*** |
| **#10** | * Practice planning (choose one below): Fritzer & Brewer, *Economics* (chapter 4, pages 89-96). * The Basic Premises * The History of Economics * Government Involvement in Economics * ***Continue unit plan presentations*** |
| **#11** | * Practice planning (choose one below): Fritzer & Brewer, *Economics* (chapter 4, pages 96-101). * Consumer Choices Related to Needs and Wants * Entrepreneurs and Wage-Earners * Supply and Demand * Economic Resources and Economics Websites * ***Continue unit plan presentations*** |
| **#12** | * Reading: Fearn & Fearn, *The U.S. Constitution* (chapter 4, pages 53-58). * Practice planning (choose one below): Fritzer & Brewer, *Government* (chapter 5, pages 103-105). * The Purpose of Government * Values of American Democracy * ***Continue unit plan presentations.*** |
| **#13** | * Reading: Fearn & Fearn, *The Declaration of Independence* (chapter 5, pages 69-83). * Practice planning (use both below): Fritzer & Brewer, *Government* (chapter 5, pages 105-108). * Constitutional Government * The U.S. Constitution * ***Continue unit plan presentations.*** |
| **#14** | * Practice planning: Fritzer & Brewer, *Government* (chapter 4, pages 108-109). * State and Local Government in the United States * ***Examine and share online video games.*** * ***Continue unit plan presentations.*** |
| **#15** | * Reading: Fearn & Fearn, *Media Literacy: Radio, Televiswion, and Print Media as Social Studies Text* (chapter 9, pages 131-146). * Practice planning: Fritzer & Brewer, *Government* (chapter 5, pages 110-113). * The United States in the World * ***Complete unit plan presentations.*** * ***Deadline to post unit plans and abstracts on Livetext.*** |
| **#16** | ***Final Examination*** |

**Course Assignments/Requirements:**

Assignments/requirements include, but are not limited to: class work, homework, classroom activities, journal abstracts, unit plans, and examinations (midterm and final). All assignments turned in for a grade must be word processed (in APA format), handed in on the date due according to the syllabus, and if it is a critical assignment, it must be uploaded onto ***LiveText****.*

**(1) Journal Abstract** - Select one article from a current (dated within three years) professional education journal or publication in the field of social studies. Your review should be a shortened retelling of the original author’s article. It must include a summary of content and APA reference/citation, be double spaced in a Times Roman 12 font, be written in the third person from an objective perspective that does not include your personal opinion, and explain how the article will be useful as a future teacher of all learners, including ESOL and ESE learners. This assignment satisfies one Florida Educator Accomplished Practices (FEAPs) and is a competency assessment. You must earn a *meets expectations* rating on this assignment in order to pass this class. If necessary, you may *redo* this assignment (grade on *redo* no higher than “C”). This assignment must be uploaded onto ***Livetext***. See the grading rubric on page 7.

**(2) Unit Plan** - You will design a relevant and rigorous social studies unit using a comprehensive unit plan outline. The unit should focus on students in grades K-6 and must cover 15 days (three weeks, five days per week) of 30-minute lessons. Use the FAU daily lesson plan sample/template available on Blackboard (access to be discussed in class). Select a topic that connects to the Florida Sunshine State Standards (FSSS). You are expected to synthesize information from textbooks, lecture notes, and outside resources. You must create three *self-made* items and provide ALL materials. This assignment satisfies three Florida Educator Accomplished Practices (FEAPs) and is a competency assessment. You must earn a *meets expectations* rating on this assignment in order to pass this class. If necessary, you may *redo* this assignment (grade on *redo* no higher than “C”). This assignment must be uploaded onto ***Livetext***. See the grading rubric on page 7. See the grading checklist on page 8.

**Rubric for Professional Development and Article Abstract**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FL-FAU-FEAP** | **Exceeds**  **Expectations (3 pts)** | **Meets**  **Expectations (2 pts)** | **Does Not**  **Meet Expectations (1 pt)** | **No Attempt (0 pt)** |
| **B.1.e**  **Engages in targeted professional growth opportunities and reflective practices** | Demonstrates exceptional understanding of professional growth opportunities using research and analytical skills in the discipline to analyze a current social studies journal and review a specific article according to class requirements. | Demonstrates understanding of professional growth opportunities using research and analytical skills in the discipline to analyze a current social studies journal and review a specific article according to class requirements. | Fails to demonstrate an understanding of professional growth opportunities using research and analytical skills in the discipline either in the analysis of a current social studies journal of the review of a specific article according to class requirement. | Failed to submit by the due date. |

**Rubric for Unit Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FL-FAU-FEAP** | **Exceeds**  **Expectations (3 pts)** | **Meets**  **Expectations (2 pts)** | **Does Not**  **Meet Expectations (1 pt)** | **No Attempt (0 pt)** |
| **A.1.a**  **Aligns instruction with state-adopted standards at the appropriate level of rigor** | Plans activities, in a unit plan, that aligns 8-6 state adopted Next Generation Social Studies Sunshine State Standards and Benchmarks, at the appropriate level of rigor. | Plans activities, in a unit plan, that aligns 5-3 state adopted Next Generation Social Studies Sunshine State Standards and Benchmarks, at the appropriate level of rigor. | Does not demonstrate planning that aligns 2-0 state adopted Next Generation Social Studies Sunshine State Standards and Benchmarks, at the appropriate level of rigor. | Failed to submit or failed to submit on time |
| **A.1.b**  **Sequences lessons and concepts to assure coherence and required prior knowledge.** | Plans sequential lessons using 10-8 developmentally appropriate teaching activities to ensure coherence and develop knowledge. | Plans sequential lessons using 7-5 developmentally appropriate teaching activities to ensure coherence and develop knowledge. | Does not Plan sequential lessons or uses 4-0 developmentally appropriate teaching activities to ensure coherence and develop knowledge. | Failed to submit or failed to submit on time. |
| **A.3.c**  **Identify gaps in students' subject matter knowledge;** | Utilizing a deep and comprehensive knowledge of the discipline content, the teacher candidate plans a unit including appropriate prior knowledge and subsequent instruction strategies to demonstrate a comprehensive understanding of content knowledge and the ability to identify possible gaps in students’ subject | Utilizing knowledge of the discipline content, the teacher candidate plans a unit including appropriate prior knowledge and subsequent instruction strategies to demonstrate an understanding of content knowledge and a developing ability to identify possible gaps in students’ subject matter knowledge. | The teacher candidate fails to demonstrate an understanding of the content needed to plan a unit including appropriate prior knowledge and subsequent instruction strategies to demonstrate an understanding of content knowledge or the candidate is unable to identify possible gaps in students’ subject matter knowledge. | Failed to submit or failed to submit on time |

**Grading Checklist for Unit Plans**

1. \_\_\_\_\_\_\_\_\_\_\_\_ Name of planner
2. \_\_\_\_\_\_\_\_\_\_\_\_ Envelope or folder
3. \_\_\_\_\_\_\_\_\_\_\_\_ Copies for class
4. \_\_\_\_\_\_\_\_\_\_\_\_ On Time
5. \_\_\_\_\_\_\_\_\_\_\_\_ Typed (including correct font type, size, and ink color)
6. \_\_\_\_\_\_\_\_\_\_\_\_ Grade level of plans
7. \_\_\_\_\_\_\_\_\_\_\_\_ Subject of plans (topic)
8. \_\_\_\_\_\_\_\_\_\_\_\_ Fifteen days
9. \_\_\_\_\_\_\_\_\_\_\_\_ Special aspects noted for AP, ESOL, ESE, etc.
10. \_\_\_\_\_\_\_\_\_\_\_\_ Includes 3-6 Relevant Next Generation Sunshine State Standards (NGSSS)
11. \_\_\_\_\_\_\_\_\_\_\_\_ Includes 3-5 overall objectives
12. \_\_\_\_\_\_\_\_\_\_\_\_ Appropriate for grade and ability level
13. \_\_\_\_\_\_\_\_\_\_\_\_ Individual Lesson Plan objectives
14. \_\_\_\_\_\_\_\_\_\_\_\_ List textbook (if one was used)
15. \_\_\_\_\_\_\_\_\_\_\_\_ Student and teacher resources
16. \_\_\_\_\_\_\_\_\_\_\_\_ Includes 3 “self-made” items (test, worksheet, handout, etc.)
17. \_\_\_\_\_\_\_\_\_\_\_\_ Three opportunities for student evaluation
18. \_\_\_\_\_\_\_\_\_\_\_\_ One interdisciplinary lesson (integrated with another subject)
19. \_\_\_\_\_\_\_\_\_\_\_\_ One use of technology by student
20. \_\_\_\_\_\_\_\_\_\_\_\_ One use of technology by teacher
21. \_\_\_\_\_\_\_\_\_\_\_\_ One lesson including geography
22. \_\_\_\_\_\_\_\_\_\_\_\_ One lesson including history
23. \_\_\_\_\_\_\_\_\_\_\_\_ One lesson including economics
24. \_\_\_\_\_\_\_\_\_\_\_\_ One lesson including civics or government (need not be U.S.)
25. \_\_\_\_\_\_\_\_\_\_\_\_ Includes student public speaking
26. \_\_\_\_\_\_\_\_\_\_\_\_ Includes student writing opportunity
27. \_\_\_\_\_\_\_\_\_\_\_\_ Includes group work
28. \_\_\_\_\_\_\_\_\_\_\_\_ One use of primary source
29. \_\_\_\_\_\_\_\_\_\_\_\_ One relevant trade book identified
30. \_\_\_\_\_\_\_\_\_\_\_\_ One ESOL adaptation
31. \_\_\_\_\_\_\_\_\_\_\_\_ Clear teaching sequences (flows in logical order and makes sense)
32. \_\_\_\_\_\_\_\_\_\_\_\_ Identifies prior knowledge and/or possible gaps in student knowledge
33. \_\_\_\_\_\_\_\_\_\_\_\_ Strong content knowledge
34. \_\_\_\_\_\_\_\_\_\_\_\_ Adequate variety
35. \_\_\_\_\_\_\_\_\_\_\_\_ One long-form FAU lesson plan
36. \_\_\_\_\_\_\_\_\_\_\_\_ Class presentation explaining unit plan and demonstrating one lesson
37. \_\_\_\_\_\_\_\_\_\_\_\_ One self-assessment (on lesson presented to class)

**Teaching Methodologies:**

Modeling, guided reading and practice, individual and group activities, research, cooperative group work, class discussion, analysis of journal articles, oral presentations, Power Point, social studies websites, computer lab time, and internet communication (FAU e-mail is required).

**Course Evaluation Method (minimum grade of “C” required to pass course):**

**Item Percentage of final grade**

* Midterm Examination 30
* Final Examination 30
* Journal Article Abstract (presentation) 10
* Unit Plan (presentation) 30

**Course Grading Scale:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Letter* | *Percent* | *Grade Points* | *Letter* | *Percent* | *Grade Points* |
| A | 95-100 | = 4.0 | C | 75-78 | = 2.0 |
| A- | 92-94 | = 3.67 | C- | 72-74 | = 1.67 |
| B+ | 89-91 | = 3.33 | D+ | 68-71 | = 1.33 |
| B | 85-88 | = 3.00 | D | 65-67 | = 1.00 |
| B- | 82-84 | = 2.67 | D- | 62-64 | = 0.67 |
| C+ | 79-81 | = 2.33 | F | Below 62 | = 0.00 |

**Policy on Makeup Tests, Late Work, and Incompletes:**

Students are expected to attend all of the scheduled University classes and to satisfy all academic objectives as outlined by the instructor. It is the student’s responsibility to make up all work missed during excused absences. In addition, it is the student’s responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work that is missed without any reduction in the student’s final course grade as a direct result an excused absence. Please see **Classroom Etiquette Policy** below for information pertaining to excused absences. The grade of Incomplete (“I”) is reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

**Classroom Etiquette Policy: (late arrivals, unexcused absences, electronic devices)**

Final grades may be affected by late arrivals and unexcused absences. Unavoidable absences include: family emergencies, illness, military obligations, and court imposed legal obligations. Students will not be penalized for absences due to participation in University-approved activities, including athletic or scholastic teams, musical and theatrical performances, and debate activities.

These absences must be accompanied by documentation. The instructor reserves the right to approve or disapprove any absence. Reasonable accommodation must also be made for students participating in a religious observance. University policy on electronic devices states: *In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.*

**Dropping the Course:** If you must drop this course, please complete all necessary forms. Otherwise, the instructor is required to enter a grade of “F” for the course.

**Disability Policy Statement:**

*In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures.*

**Code of Academic Integrity policy statement:**

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the University Code of Academic Integrity at:* [*http://fau.eduregulations/chapter4/4.001\_Code\_of\_Acacemic\_Integrity.pdf*](http://fau.eduregulations/chapter4/4.001_Code_of_Acacemic_Integrity.pdf)*.*

**Use of Student Work:**

All Teacher Education programs undergo periodic reviews by accreditation agencies and the state education department.  For these purposes samples of students’ work are made available to those professionals conducting the review.  Student anonymity is assured under these circumstances.  If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class.  Your cooperation is appreciated.

**Please Note: Due to the possibility of the implementation of new, required state standards, the Competency Assessments and rubrics within this course may change during the semester.  If changes are made, you will receive advance notification.**

**Bibliography**

**Books**

Banks, J. (1990). *Teaching strategies for the social studies: Inquiry, valuing, and decision making (4th ed.).* New York, NY: Longman.

Davis, C. (2014). *Social studies comes alive*. Austin, TX: Prufrock Press.

Farris, P. (2011). *Elementary and middle school social studies: An interdisciplinary, multicultural approach*. Long Grove, IL: Waveland.

Halvorsen, A. (2012). *History of elementary social studies: Romance and reality (history of schools and schooling)*. NY: Peter Lang.

Obenchain, K. (2010). *Fifty social studies strategies*. Boston: Pearson.

Obenchain K. & Morris, R. (2014). *Fifty social studies strategies for k-8 classrooms*. London: Pearson Teaching Strategies.

Parker, W. (2015). *Social studies today: Research and practice* *(2nd ed.).* New York, NY: Routledge.

Sunai, C. & Haas, M. (2010). *Social studies for the elementary and middle grades: A*

*constructivist approach* *(4th ed.)*. Boston: Pearson.

Tamblyn, C. (2013). *Forty fabulous social studies activities*. Danbury, CT: Scholastic Teaching Resources.

**Journals**

*Clearing House*

*Education*

*Journal of Geography*

*Journal of Social Studies Research*

*Phi Delta Kappan*

*Reading Teacher*

*Social Education*

*Social Studies*

*Social Studies Forum*

*Theory and Research in Social Education*

*Trends and Issues*

*TESOL Matters*

**Internet**

Technology Resource database aligned with the Common Core <http://www.appolearning.com>

Best Practices/Research/Lesson Plans <http://www.edutopia.com>

Virtual Classroom <https://www.edmodo.com>

Social Constructivist Platform <https://www.moodle.org>

Formative Assessment Tracker <http://www.edulastic.com>

Common Core Library Application [https://www.itunes.apple.com/us/app/common-core- library-by-wagmob/id633493984?mt=8](https://www.itunes.apple.com/us/app/common-core-%09%09%09%09%09%09%09%20%20%20%20%20%20%20%20%20%20library-by-wagmob/id633493984?mt=8)

Common Core State Standards Application [https://www.itunes.apple.com/us/app/common-core- state-standards/id702157474?mt=8](https://www.itunes.apple.com/us/app/common-core-%09%09%09%09%09%09%09%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20state-standards/id702157474?mt=8)

Apps for Common Core Application [https://www.itunes.apple.com/us/app/apps-for- common-core/id624453180?mt=8](https://www.itunes.apple.com/us/app/apps-for-%09%09%09%09%09%09%09%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20common-core/id624453180?mt=8)

Teachers Pay Teachers Online Resources <https://www.teacherspayteachers.com>

PBS Kids <http://www.pbskids.com/>

National Geographic Kids  <http://www.kids.nationalgeographic.com/>

The Library of Congress <https://www.loc.gov/families/>

The National Park Service <http://www.nps.gov>

Smithsonian Kids <http://www.si.edu/Kids>

Kids.gov:  <https://www.kids.usa.gov/social-studies/index.shtml>

The U.S. Mint <http://www.usmint.gov/kids/>

The National Archives <http://www.archives.gov/education/>

Crash Course <http://www.youtube.com/channel/UCX6b17PVsYBQ0iP5gyeme-Q>

Story of “US” <http://www.uscourts.gov>

**Reports, Standards & Professional Organizations**

Florida Elementary Education K-6 Social Studies Competencies and Skills

[https://www.fldoe.org/accountability/assessments/postsecondary- assessment/ftce/tdi/comps-and-skills.html](https://www.fldoe.org/accountability/assessments/postsecondary-%20%09%09%09%09%09%09%09%20%20%20%20%20%20%20assessment/ftce/tdi/comps-and-skills.html)

Next Generation Sunshine State Standards (NCSS) for

Social Studies K-6 (CPALMS) <http://www.cpalms.org/Public>

National Council for the Social Studies (NCSS) <http://www.socialstudies.org>

Florida Council for the Social Studies (FCSS) <http://www.fcss.org>